

# NEW JERSEY DEPARTMENT OF EDUCATION

## OFFICE OF TITLE I



## 2015-2016 TITLE I SCHOOLWIDE PLAN\*

CDC 100 13-3880 Lincoln Elementary School Title-I Schoolwide Plan 6-30-15

\*This plan is only for Title I schoolwide programs that are not identified as a Priority or Focus Schools.

## SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: ORANGE	School: Lincoln Avenue
Chief School Administrator: RONALD E. LEE	Address: 216 Lincoln Avenue
Chief School Administrator's E-mail: <a href="mailto:leeronal@mailorange.k12.nj.us">leeronal@mailorange.k12.nj.us</a>	Grade Levels: K-7
Title I Contact: Fay Polefka	Principal: Denise White
Title I Contact E-mail: polefka@mail.orange.k12.nj.us	Principal's E-mail: whiteden@orange.k12.nj.us
Title I Contact Phone Number: 973-677-4500 ext. 6076	Principal's Phone Number: 973-677-4130

### Principal's Certification

**The following certification must be made by the principal of the school. Please Note:** A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

X ☐ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

Denise White  
Principal's Name (Print)

Principal's Signature

June 30, 2015  
Date

## SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

### Critical Overview Elements

- The School held \_\_\_\_\_12\_\_\_\_\_ (number) of stakeholder engagement meetings.
- State/local funds to support the school were \$ \_\_\_\_\_, which comprised \_\_\_\_\_% of the school's budget in 2014-2015.
- State/local funds to support the school will be \$ \_\_\_\_\_, which will comprise \_\_\_\_\_% of the school's budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
0 period Math 180 stipend	3			\$14, 910
Spelling/Vocabulary city	1, 2			\$1,700
Parent Academy	1-3			\$2,036
Learning.com	1-3			\$3,500
Readorium Grades 3-5	1, 2			\$5,610
School wide Salary	1-3			\$162,229

## SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

*ESEA §1114(b)(2)(B)(ii): "The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"*

### Stakeholder/Schoolwide Committee

**Select committee members to develop the Schoolwide Plan.**

**Note:** For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note:** A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

**\*Add lines as necessary.**

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Denise White	Principal	x	x	x	
Patrick Yearwood	Vice Principal (affiliate)	x	x	x	
Rose Morrisroe	K-1 Teacher (Math)				
Elaine Meredith	4-5 Teacher (S.S.)	x	x	x	
Aaron Gulko	6-7 Teacher(Science)	x	x	x	
Tamica Jones	S.E. Teacher	x	x	x	
Veronica Torrenegra	ESL/Bilingual Teacher	x	x	x	
Rosemarie Cerrone	P.E./Health Teacher	x	x	x	
David Armstrong	Parent Liaison	x	x	x	
Tashun Jefferson	Paraprofessional	X	X	X	

## SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

### Stakeholder/Schoolwide Committee Meetings

**Purpose:**

The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
August 2014	Main Office Conference Room	Comprehensive Needs Assessment	Yes		Yes	
September 30, 2014	Main Office Conference Room	Schoolwide Plan Development	Yes		Yes	
October 28, 2014	Main Office Conference Room	Program Evaluation	Yes		Yes	
November 25, 2014	Main Office Conference Room	Program Evaluation	Yes		Yes	
December 9, 2014	Main Office Conference Room	Program Evaluation	Yes		Yes	
January 13, 2015	Main Office Conference Room	Program Evaluation	Yes		Yes	
February 28, 2015	Main Office Conference Room	Program Evaluation	Yes		Yes	
March 24, 2015	Main Office Conference Room	Program Evaluation	Yes		Yes	
April 14, 2015	Main Office Conference Room	Program Evaluation	Yes		Yes	
May 20, 2015	D203	Program Evaluation	Yes		Yes	
June 9, 2015	Library	Schoolwide Plan Development	Yes		Yes	

## SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

*\*Add rows as necessary.*

### School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

<b>What is the school's mission statement?</b>	<p>We believe in the innate ability of students to grow intellectually and to develop positive character traits through robust learning experiences, which consistently increases the level of instructional rigor.</p> <p>We believe that Lincoln Avenue administration, instructional and support staff, possess the knowledge and skills to assist students in meeting the expectations of the Common Core State Standards.</p> <p>We believe that mutual trust, respect, and open communication between staff and families are critical for maximizing student achievement.</p>

## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

*24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.*

### Evaluation of 2014-2015 Schoolwide Program \*

(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. Did the school implement the program as planned?
  - Lincoln Avenue School's programs were implemented successfully. Teachers received content specific professional development in NJDOE Model Curriculum, analyzing and unpacking Common Core State Standards, READ 180, IREAD, Journey/Prentice Hall Literacy Programs, Connected/Everyday Math, Study Island, Math 180, Math In Focus, Go Math and Danielson's instructional best practices.
  - Additionally, the master schedules was strategically designed to ensure that common planning and grade level best practices occurred to support each teacher with delivering instruction and programs effectively
2. What were the strengths of the implementation process?
  - Through creative scheduling we successfully provided all teachers with common planning time every day of the week. This allowed them to collaborate on implementing and analyzing Module/Benchmark Assessments, discuss successes and challenges, and focus on students' individual needs. As a result of having the common planning, teachers were able to receive professional development by grade level and content area.
3. What implementation challenges and barriers did the school encounter??
  - One challenge during the implementation process was the lack of parental support in making certain students attended the Math 180 during the zero period. Additionally r our struggling students. SGO's was time, the implementation of the Common Core State Standards/Model Curriculum and the number of programs being implemented at the same time.

## SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

Teachers felt overwhelmed with the amount of changes and mandates that programs delivered. Even though teachers were overwhelmed, the daily common planning time assisted them in carrying out the implementation successfully.

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?

- **Strengths: Department meetings, Common Planning time**
- **Weaknesses: Data analysis, Long turn around for data results**

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?

- **The buy-in from all stakeholders continues to be an on-going challenge within the school. Administration and the SMT were able to break down the program's implementation into smaller manageable chunks/components. This process was key for acquiring stakeholder buy in. Another motivating factor was pacing guidelines and tying student performance results to teacher formal evaluations.**

6. What were the perceptions of the staff?

- **90% of staff feels that administration address concerns and provides feedback using respectful and constructive methods.**

What tool(s) did the school use to measure the staff's perceptions? **Surveys and common planning time minutes**

7. What were the perceptions of the community?

- **Unfortunately community involvement in the school continues to be limited considering the size of our enrollment. However, overall we've remained proactive in involving them in the process of programs implementation. They are pleased that student performance data will be directly linked to teacher and administrator formal observations. Stakeholders are optimistic and believe that the changes are major steps in the right direction.**

What tool(s) did the school use to measure the community's perceptions? **Surveys**



## **SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)***

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)

- **Delivery of each program to the teachers was done via grade level meetings, Common Core PLC's, turn-key of information following professional development, and district wide professional development sessions. Delivery of program to students was done via workshop models that included whole group, small group and individual work, modeling, explorations, and mini-lessons.**

9. How did the school structure the interventions?

- **Data driven interventions were structured by the classroom teacher based on the individualized needs of students. The use of differentiated instruction and the workshop model allowed teachers to scaffold learning and activities. Additionally, the after-school program specifically targeted our at-risk and cusp students, providing additional support through one on one support and district approved computer based programs.**

10. How frequently did students receive instructional interventions?

- **Instructional interventions were a part of the daily routines of teachers, as differentiation of instruction is a required delivery method in classrooms. More intensive interventions were also provided in our extended day, afterschool tutoring sessions, through small group and one-to-one tutoring.**

11. What technologies did the school use to support the program?

- **Technology is a vital part of the academic program. The use of different software and internet-based programs, Study Island, Math 180, iRead, Spelling City, Microsoft Office Suite Products, Read 180, Genesis Lesson Planner, My Learning Plan, Genesis Gradebook, Parent portal, Schoolwires, Brain Pop, Readworks, Readorium, Thinkcentral, SIRS, Worldbook Online, Google Hangout, EBSCO, Reading Rewards, Rosetta Stone, SMART Technologies, etc. and more, has allowed teacher to expand learning beyond the textbook. Additionally, the use of devices – desktop computer stations, Chromebooks, document cameras, iPads, Smartboards and SMART responders also expanded learning into the virtual world.**

## **SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)***

**12.** Did the technology contribute to the success of the program, and if so, how?

- **Technology has contributed in the ability to differentiate both the teaching and the learning environment. It has allowed teachers to enhance and differentiate instruction in all academic areas. It provided exposure of content through various lenses and allowed students a more direct interaction with various elements of the content.**

## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

*\*Provide a separate response for each question.*

### Evaluation of 2014-2015 Student Performance

#### ***State Assessments-Partially Proficient***

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <u>did</u> or <u>did not</u> result in proficiency (Be specific for each intervention).
Grade 4	23	To-date Data Not Available	<p>Differentiated Instruction            READ180 Literacy Program            I&amp;RS Action Plans            Extended Day Program            PARCC Saturday Academy            Latino Lit Classes for parents            Sheltered English</p>	<p>In addition to all interventions provided students receive one-on-one tutoring during their lunch periods and before and after school. All which are proactive measures to exhaust all avenues prior to referring students for special services. The school remains consistent with the family, but with only limited success.</p> <p>All students are offered applications to attend the after-school and Saturday tutorial classes. However, although strongly encouraged, not all targeted students attend the program and some attend irregularly.</p>
Grade 5	34	To-date Data Not Available	<p>Differentiated Instruction            SIOP            READ180 Literacy Program            I&amp;RS Services            Extended Day Program            PARCC Saturday Academy            Latino Lit Classes for parents            Sheltered English</p>	<p>In addition to all interventions provided students receive one-on-one tutoring during their lunch periods and before and after school. All which are proactive measures to exhaust all avenues prior to referring students for special services. The school remains consistent with the family, but with only limited success.</p> <p>All students are offered applications to attend the after-school and Saturday tutorial classes. However, although strongly encouraged, not all targeted students attend the program and some attend irregularly.</p>

## SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

Grade 6	15	To-date Data Not Available	<p style="text-align: center;">Differentiated Instruction SIOP READ180 Literacy Program I&amp;RS Services Extended Day Program PARCC Saturday Academy Latino Lit Classes for parents</p>	<p>In addition to all interventions provided students receive one-on-one tutoring during their lunch periods and before and after school. All which are proactive measures to exhaust all avenues prior to referring students for special services. The school remains consistent with the family, but with only limited success.</p> <p>All students are offered applications to attend the after-school and Saturday tutorial classes. However, although strongly encouraged, not all targeted students attend the program and some attend irregularly.</p>
Grade 7	21	To-date Data Not Available	<p style="text-align: center;">Differentiated Instruction SIOP READ180 Literacy Program I&amp;RS Services Extended Day Program PARCC Saturday Academy Latino Lit Classes for parents</p>	<p>In addition to all interventions provided students receive one-on-one tutoring during their lunch periods and before and after school. All which are proactive measures to exhaust all avenues prior to referring students for special services. The school remains consistent with the family, but with only limited success.</p> <p>All students are offered applications to attend the after-school and Saturday tutorial classes. However, although strongly encouraged, not all targeted students attend the program and some attend irregularly.</p>

Mathematics	2013- 2014	2014- 2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4	17	To-date Data Not Available	<p style="text-align: center;">Differentiated Instruction IR&amp; S Services Extended Day Program PARCC Saturday Academy Parent Workshops</p>	<p>In addition to all interventions provided students receive one-on-one tutoring during their lunch periods and before and after school. All which are proactive measures to exhaust all avenues prior to referring students for special services. The school remains consistent with the family, but with only limited success.</p> <p>All students are offered applications to attend the after-school and Saturday tutorial classes. However, although strongly encouraged, not all targeted students attend the program and some attend irregularly.</p>

**SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)**

Grade 5	27	To-date Data Not Available	<p align="center">                     Differentiated Instruction                      SIOP                      IR&amp; S Services                      Extended Day Program                      PARCC Saturday Academy                      Parent Workshops                 </p>	<p>In addition to all interventions provided students receive one-on-one tutoring during their lunch periods and before and after school. All which are proactive measures to exhaust all avenues prior to referring students for special services. The school remains consistent with the family, but with only limited success.</p> <p>All students are offered applications to attend the after-school and Saturday tutorial classes. However, although strongly encouraged, not all targeted students attend the program and some attend irregularly.</p>
Grade 6	10	To-date Data Not Available	<p align="center">                     Differentiated Instruction                      SIOP                      IR&amp; S Services                      Extended Day Program                      PARCC Saturday Academy                      Parent Workshops                      Math 180                 </p>	<p>In addition to all interventions provided students receive one-on-one tutoring during their lunch periods and before and after school. All which are proactive measures to exhaust all avenues prior to referring students for special services. The school remains consistent with the family, but with only limited success.</p> <p>All students are offered applications to attend the after-school and Saturday tutorial classes. However, although strongly encouraged, not all targeted students attend the program and some attend irregularly.</p>
Grade 7	17	To-date Data Not Available	<p align="center">                     Differentiated Instruction                      SIOP                      IR&amp; S Services                      Extended Day Program                      PARCC Saturday Academy                      Parent Workshops                      Math 180                 </p>	<p>In addition to all interventions provided students receive one-on-one tutoring during their lunch periods and before and after school. All which are proactive measures to exhaust all avenues prior to referring students for special services. The school remains consistent with the family, but with only limited success.</p> <p>All students are offered applications to attend the after-school and Saturday tutorial classes. However, although strongly encouraged, not all targeted students attend the program and some attend irregularly.</p>

## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

### Evaluation of 2014-2015 Student Performance *Non-Tested Grades – Alternative Assessments (Below Level)*

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention).
Kindergarten	N/A	IRead MCU	Differentiated Instruction IR&S Services I-Read Work Sampling	The school remains in constant communication with the family, but with only limited success.
Grade 1	N/A	N/A	Differentiated Instruction SIOP IR&S Services I-Read ESY Extended Day	The school remains consistent with the family, but with only limited success. All students are offered applications to attend the after-school tutorial classes. However, although strongly encouraged, not all targeted students attend the program and some attend irregularly.
Grade 2	N/A	N/A	Differentiated Instruction SIOP IR&S Services Extended Day	The school remains consistent with the family, but with only limited success. All students are offered applications to attend the after-school. However, although strongly encouraged, not all targeted students attend the program and some attend irregularly.

**SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)**

Mathematics	2013 - 2014	2014 -2015	Interventions Provided	Describe why the interventions provided <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Kindergarten	N/A	Benchmark Assessments	Differentiated Instruction SIOP IR& S Services Work Sampling	The school remains consistent with the family, but with only limited success. Small group instruction.
Grade 1	N/A	Benchmark Assessments	Differentiated Instruction IR& S Services	The school remains consistent with the family, but with only limited success. All students are offered applications to attend the after-school tutorial classes. However, although strongly encouraged, not all targeted students attend the program and some attend irregularly.
Grade 2	N/A	Benchmark Assessments	Differentiated Instruction IR& S Services	The school remains consistent with the family, but with only limited success. All students are offered applications to attend the after-school. However, although strongly encouraged, not all targeted students attend the program and some attend irregularly.

## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

### Evaluation of 2014-2015 Interventions and Strategies

#### Interventions to Increase Student Achievement – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Job embedded Professional Development Read 180	Yes	Positive Evaluation by Teachers Successful Attainment of SGO score Student Growth Report for Read 180	<div><div>AVERAGE LEXILE GROWTH SWD</div><div><div>GRADE 7</div><div>124</div></div><div><div>GRADE 6</div><div>127</div></div><div><div>GRADE 5</div><div>279</div></div></div>
Math	Students with Disabilities	Job embedded Professional Development	Yes	Positive Evaluation by Teachers Successful Attainment of SGO score Student Growth report Math 180	
ELA	ELLs	Job embedded Professional Development Read 180 Rosetta Stone	Yes	Benchmark Assessments; Model Curriculum Assessments CPT Minutes Student Growth Report for Read 180	<div><div>AVERAGE LEXILE GROWTH ELL</div><div><div>GRADE 7</div><div>182</div></div><div><div>GRADE 6</div><div>69</div></div><div><div>GRADE 5</div><div>170</div></div><div><div>GRADE 4</div><div>118</div></div></div>
Math	ELLs	Job embedded Professional Development Math 180	Yes	Benchmark Assessments; Model Curriculum Assessments CPT Minutes Student Growth Report for Math 180	



## SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*








1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)										
ELA	Economically Disadvantaged	Job embedded Professional Development Read 180		Benchmark Assessments; Model Curriculum Assessments CPT Minutes Student Growth Report for Read 180	<div><p><b>AVERAGE LEXILE GROWTH</b> ECON DISADVANTAGED</p><table><thead><tr><th>Grade</th><th>Average Lexile Growth</th></tr></thead><tbody><tr><td>GRADE 7</td><td>174</td></tr><tr><td>GRADE 6</td><td>132</td></tr><tr><td>GRADE 5</td><td>190</td></tr><tr><td>GRADE 4</td><td>118</td></tr></tbody></table></div>	Grade	Average Lexile Growth	GRADE 7	174	GRADE 6	132	GRADE 5	190	GRADE 4	118
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GRADE 7	174														
GRADE 6	132														
GRADE 5	190														
GRADE 4	118														
Math	Economically Disadvantaged	Job embedded Professional Development Common Planning Meetings Math 180		Benchmark Assessments; Model Curriculum Assessments CPT Minutes Student Growth Report for /Math 180											

## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

### Extended Day/Year Interventions – Implemented in 2014-2015 to Address Academic Deficiencies

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)						
ELA	Students with Disabilities	After school program	Yes	Benchmark Assessments	<div><div>AVERAGE LEXILE GROWTH SWD</div><div><div>GRADE 7</div><div></div><div>124</div></div><div><div>GRADE 6</div><div></div><div>127</div></div><div><div>GRADE 5</div><div></div><div>279</div></div></div>						
Math	Students with Disabilities	After school program	Yes	Benchmark Assessments	<div><div>Math 180 Average Quantile Growth</div><table><tr><td>Grade</td><td>Average</td></tr><tr><td>Sixth Grade</td><td>20</td></tr><tr><td>Seventh Grade</td><td>110</td></tr></table></div>	Grade	Average	Sixth Grade	20	Seventh Grade	110
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ELA	ELLs	After school program	Yes	Benchmark Assessments	<div><div>AVERAGE LEXILE GROWTH ELL</div><div><div>GRADE 7</div><div></div><div>182</div></div><div><div>GRADE 6</div><div></div><div>69</div></div><div><div>GRADE 5</div><div></div><div>170</div></div><div><div>GRADE 4</div><div></div><div>118</div></div></div>						
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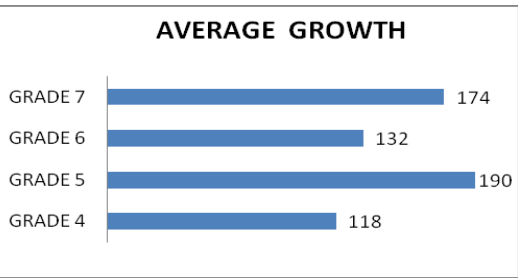
## SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)										
ELA	Economically Disadvantaged	After school program	Yes	Benchmark Assessments	<div><p><b>AVERAGE LEXILE GROWTH ALL STUDENTS (103)</b></p><table><tr><th>Grade</th><th>Average Lexile Growth</th></tr><tr><td>GRADE 7</td><td>174</td></tr><tr><td>GRADE 6</td><td>132</td></tr><tr><td>GRADE 5</td><td>190</td></tr><tr><td>GRADE 4</td><td>118</td></tr></table></div>	Grade	Average Lexile Growth	GRADE 7	174	GRADE 6	132	GRADE 5	190	GRADE 4	118
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Math	Economically Disadvantaged	After school program	Yes	Benchmark Assessments	<div><p><b>Math 180 Average Quantile Growth</b></p><table><tr><th>Grade</th><th>Average</th></tr><tr><td>Sixth Grade</td><td>20</td></tr><tr><td>Seventh Grade</td><td>110</td></tr></table></div>	Grade	Average	Sixth Grade	20 	Seventh Grade	110 				
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# SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

## Evaluation of 2014-2015 Interventions and Strategies

### Professional Development – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)										
ELA	All Students	Google Docs Smart Goals SGO Development CLI Model Lesson PBS/Use of DOJO School Wires PARCC Online Smart Board Learning.com Study Island	Yes	Benchmark/Module Assessment Results Read 180 Growth Report IRead Growth Reports CPT Minutes Walk- throughs/Observations	<div><p><b>AVERAGE GROWTH</b></p><table><thead><tr><th>Grade</th><th>Growth</th></tr></thead><tbody><tr><td>GRADE 7</td><td>174</td></tr><tr><td>GRADE 6</td><td>132</td></tr><tr><td>GRADE 5</td><td>190</td></tr><tr><td>GRADE 4</td><td>118</td></tr></tbody></table></div>	Grade	Growth	GRADE 7	174	GRADE 6	132	GRADE 5	190	GRADE 4	118
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Math	All Students	Google Docs Smart Goals SGO Development Model Lesson PBS/Use of DOJO School Wires PARCC Online Smart Board Learning.com Study Island	Yes	Benchmark/Module Assessment Results Math 180 Growth Report CPT Minutes Walk- throughs/Observations	<div><p><b>Math 180 Average Quantile Growth</b></p><table><thead><tr><th>Grade</th><th>Average</th></tr></thead><tbody><tr><td>Sixth Grade</td><td>20</td></tr><tr><td>Seventh Grade</td><td>110</td></tr></tbody></table></div>	Grade	Average	Sixth Grade	20	Seventh Grade	110				
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## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

### *Family and Community Engagement Implemented in 2014-2015*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
All areas	All Students	Back to School Night	Yes	Sign-In Sheets/Evaluations	10% increase in parental involvement.
All areas	All Students	Parent/Teacher Conferences	Yes	Sign-In Sheets/Evaluations	15% increase in parental involvement.
All areas	All Students	Communications: webpage, phone blasts	Yes	Sign-In Sheets/Evaluations	25% increase in parent surveys
All areas	All Students	PTO	Yes	Sign-In Sheets/Evaluations	10% increase in parental involvement.
All areas	All Students	Perception Surveys	Yes	Sign-In Sheets/Evaluations	10% increase in parental involvement.
All areas	All Students	Awards Assemblies	Yes	Sign-In Sheets/Evaluations	10% increase in parental involvement.
Performing Arts	All Students	Vocal and Instrumental Music Concerts	Yes	Sign-In Sheets/Evaluations	18% increase in parental involvement.
Science	Grades 3-7	Science Fair	Yes	Sign-In Sheets/Evaluations	5% increase in parental involvement.
Visual Arts	All Students	Art Show	Yes	Sign-In Sheets/Evaluations	7% increase in parental involvement.
All areas	All Students	Book Fairs	Yes	Sign-In Sheets/Evaluations	10% increase in parental involvement.
All areas	All Students	Parent Workshops	Yes	Sign-In Sheets/Evaluations	10% increase in parental involvement.
All areas	All Students	Talent Show	Yes	Sign-In Sheets/Evaluations	15% increase in parental involvement.
All areas	All Students	Art Show	Yes	Sign-In Sheets/Evaluations	5% increase in parental involvement.
Math	All Students	Family Math Night	Yes	Sign-In Sheets/Evaluations	10% increase in parental involvement.
ELA	All Students	Latino Literacy	Yes	Sign-In Sheets/Evaluations	15% increase in parental involvement.
Social	All Students	Family Connections	Yes	Sign-In Sheets/Evaluations	10% increase in parental involvement.
Social	All Students	Legion of Goodwill/ Children for Peace	Yes	Sign-In Sheets/Evaluations	20% increase in parental involvement.
Social	Middle School	Community Clean-up	Yes	Sign-In Sheets/Evaluations	10% Increase in parental involvement

## SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

### Principal's Certification

**The following certification must be completed by the principal of the school. Please Note:** Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

X ☐ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

Denise White  
Principal's Name (Print)

\_\_\_\_\_  
Principal's Signature

June 30, 2015  
Date

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

*ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1). "*

### 2015-2016 Comprehensive Needs Assessment Process Data Collection and Analysis

#### Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2015-2016

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	Journeys Assessment, Model Curriculum Assessments, Study Island, Written Assessments & Projects	A 5% growth in students performing at the proficient and advanced proficient levels, and 30% decrease in the number of students at the partially proficient level.
Academic Achievement - Writing	NJ Holistic Scoring Rubric, Study Island, Portfolios, Model Curriculum Assessments, DWA	A 5% growth in students performing at the proficient and advanced proficient levels, and 30% decrease in the number of students at the partially proficient level.
Academic Achievement - Mathematics	Model Curriculum Assessments, Study Island, Connected Math, Math 180 (grades 6-7)	A 5% growth in students performing at the proficient and advanced proficient levels, and 27% decrease in the number of students at the partially proficient level.
Family and Community Engagement	Attendance at: Open House, PT Conferences, Bring Your Parent to School Day, PTO Meetings, Academic Awards Assemblies, Family Math Night, Literacy Night	An Open-Door Policy for parents to visit with the administrator and teachers ensure continued communication and an opportunity for parents to become involved and volunteer their services more easily thereby improving academic performance. Parents sign in at the security desk and at school activities.
Professional Development	Surveys related to 2014-2015 job embedded and staff development workshops	Ongoing district and school-based job-embedded professional development and specific workshops have been instrumental in providing teachers with assistance in delivering instruction. Results are measured through teacher discourse during grade level meetings, through lesson plans that include elements of the Professional Development, through observations of teachers infusing the new information into instruction, and student scores on

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		benchmark assessments in the particular content areas.
Leadership	SMT, Surveys, Feedback, Communication with faculty, students and families, observations and evaluations	To date positive morale and staff attendance as evidenced by surveys.
School Climate and Culture	Retention Rate, PBS, Sunshine, PTO Home/School connection	The retention rates remain low which indicates that students are progressing from grade level to grade level at a higher rate. Current stakeholders work together to create and sustain a positive, interactive, no-fault school environment. Retention rates are part of the school demographics.
School-Based Youth Services		
Students with Disabilities	READ 180, After School Academy, Saturday PARCC Academy, Clubs, Module/Benchmark Assessments	Increased reading levels, reading engagement, fluency and comprehension at rates commensurate with expectations in IEPs.
English Language Learners	ACCESS, After School Academy, Saturday PARCC Academy, Clubs Module/Benchmark Assessments	Increased reading levels, reading engagement, fluency and comprehension at rates commensurate with learning expectations with the WIDA standards.
Economically Disadvantaged	After School Academy, Saturday PARCC Academy, and Clubs, Module/Benchmark Assessments	Most students made gains in reading, writing, and math levels as a result of participation in the extended day programs. Growth is measured via Journey's Assessments, Model Curriculum Assessments, Summative Writing Samples and Study Island. Attendance is taken by teachers.



## **SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)**

### **2015-2016 Comprehensive Needs Assessment Process\***

#### ***Narrative***

1. What process did the school use to conduct its Comprehensive Needs Assessment?
  - During the 2013-2014 school year, Lincoln Avenue Elementary School administrators, teachers, support staff, students, and parents completed comprehensive needs assessment surveys in the areas of school climate, time on task, facilities and resources, leadership, community engagement, professional development, new teacher support, mentoring, curriculum, instruction, and formative and summative assessments. The summary of the results clearly identified the priority areas of the school.
2. What process did the school use to collect and compile data for student subgroups?
  - The principal, assistant principal, and data team analyzed the data from the NJASK subgroup reports. Each subgroup will have its own report. Subgroup results, Study Island (grades 3-5), SRI, SMI and Model Curriculum Assessment results were compared to prior years and analyzed for areas of weaknesses and strengths.
3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?
  - The collection methods for Study Island, Read 180, Math 180 and Module/Benchmark Assessments were statistically sound because they were inclusive.
4. What did the data analysis reveal regarding classroom instruction?

A comparison of NJASK test data from previous years was generated and reviewed by staff members at the start to establish specific instructional goals for teachers to follow as well as ways to facilitate the delivery of such goals. Walk-through/Observation data revealed that teachers need additional support in the areas of Questioning and Discussion and Assessment during Instruction.

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?
  - **Professional Learning at Lincoln Avenue School took place as a combination of job embedded, district and out of district learning opportunities. Job embedded opportunities were provided at the building level through professional consultants, district level workshops, workshops provided by the Lincoln Avenue School Principal, classroom teachers and the Technology Coordinator. These learning opportunities were successfully implemented in teachers' classrooms as evidenced by teacher observations conducted by the administrators. However, teachers need continuous support to assist with differentiating instruction and technology integration for all students' styles of learning, as well as for the subgroup populations (Special Education and ELL).**
6. How does the school identify educationally at-risk students in a timely manner?
  - **At-risk students are identified through analysis of module/benchmark assessment results, teacher observations, and cycle grades early in the school year. Newly enrolled students who enter after the start of the school year are given an assessment of skills to determine placement. Lincoln Avenue School staff review student standardized test data at the beginning of the school year and as needed throughout the school year for newly enrolled students. Extended Day, Saturday, and Summer Programs are designed around assisting the students in meeting the CCSS.**
7. How does the school provide effective interventions to educationally at-risk students?
  - **At-risk students are identified through analysis of module/benchmark assessment results, teacher observations, and cycle grades early in the school year or upon enrollment in the school. Newly enrolled students are given an assessment of skills and placed in the appropriate educational setting. Lincoln Avenue School staff review student standardized test data at the beginning of the school year to determine areas of strengths and weaknesses for effective planning. Extended Day, READ 180 and Saturday Programs are designed around assisting the students in meeting and achieving the CCSS. Additionally, students who continue to struggle after receiving extended services are referred to the I&RS/SSST team for additional recommendations.**
8. How does the school address the needs of migrant students? n/a
9. How does the school address the needs of homeless students? n/a
10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?

## **SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)**

- After review and analysis of assessment results, teachers collaborated during Staff meetings, Common Planning, and Small Learning Community Meetings. Each was charged with determining cross curricular teaching strategies that would improve the instructional program for their particular students. Articulation occurred at grade level meetings to determine the appropriateness of the scope and sequence based on the assessment results. Teachers use the formative assessments of Study Island, the Module/Benchmark Assessments, Journey's Benchmarks, Prentice Hall, Read 180, Math 180 and EDM midway checkpoints to guide instruction.

**11.** How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school?

- Preschools in the Township of Orange visit the school's kindergarten class at the beginning of May. The kindergarten teachers are provided work sampling to transition children from the pre-school to kindergarten with the appropriate professional development and materials. Kindergarten Orientation is provided for the parents of students entering kindergarten. Parents are introduced to the teachers and the curriculum. They are given a tour of the school and are shown the kindergarten classrooms. Elementary to middle school students attend an orientation assembly at the end of the school year. Students are introduced to the middle school teachers and the elective teachers. Students are given an opportunity to select electives for the upcoming year. Our 7<sup>th</sup> grade students visit OPA for an orientation assembly prior to their transition to middle school.

**12.** How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan?

- The Needs Assessment for the 2014-15 SY Title 1 Unified Plan was a yearlong collaborative effort. School Management Team (SMT) reached consensus about the priority areas. Teacher checklists were compiled and a summary of the results clearly identified the priority areas of instruction.

*\*Provide a separate response for each question.*

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

### 2015-2016 Comprehensive Needs Assessment Process *Description of Priority Problems and Interventions to Address Them*

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	CLOSING THE ACHIEVEMENT GAP – Grades 3-5 ELA, ELL AND STUDENTS WITH DISABILITIES	CLOSING THE ACHIEVEMENT GAP – GRADE 6- 7 ELA, ELL AND STUDENTS WITH DISABILITIES
Describe the priority problem using at least two data sources	32% of students are not mastering the CCSS in LAL in Grade 3-5 as measured by NJASK and Benchmark Assessments	28% of students are not mastering the CCSS in LAL in Grade 6 & 7 as measured by NJASK and Benchmark Assessments
Describe the root causes of the problem	Continuous need for job-embedded coaching, demonstration, and mentoring in best practices language arts instructional techniques.	Continuous need for job-embedded coaching, demonstration, and mentoring in best practices language arts instructional techniques.
Subgroups or populations addressed	Partially Proficient – General Education, Special Education Students and ELL	Partially Proficient – General Education, Special Education Students and ELL
Related content area missed (i.e., ELA, Mathematics)	Language Arts	Language Arts
Name of scientifically research based intervention to address priority problems	Balanced Literacy (Reader's Workshop, Word Study, Writer's Workshop) Learning Centers Differentiated Instruction Literacy Workshops Reading Comprehension Strategies Study Island Read 180 Model Curriculum Assessments Sheltered English	Balanced Literacy (Reader's Workshop, Word Study, Writer's Workshop) Learning Centers Differentiated Instruction Literacy Workshops Reading Comprehension Strategies Study Island Read 180 Model Curriculum Assessments Sheltered English
How does the intervention align with the Common Core State Standards?	All programs and strategies are directly aligned with CCSS indicators and address student learning objectives.	All programs and strategies are directly aligned with CCSS indicators and address student learning objectives.

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

### 2015-2016 Comprehensive Needs Assessment Process *Description of Priority Problems and Interventions to Address Them (continued)*

	#3	#4
Name of priority problem	INFUSE RIGOR IN MATHEMATICS TO INCREASE STUDENT ACHIEVEMENT AND CLOSE THE ACHIEVEMENT GAP IN GENERAL EDUCATION, ELL AND SPECIAL EDUCATION.	
Describe the priority problem using at least two data sources	Not all students are mastering the CCSS mathematics.	
Describe the root causes of the problem	<p>Instructional practices need to see a major paradigm shift from teaching to learning with outcomes being clearly identified. Instructional methodologies must align with current best practices, and must be infused with the skills and content necessary to meet the state standards.</p> <p>Writing must be infused across the curriculum and all genres must be practiced regularly. All content teachers need further professional development in content, as well as comprehension strategies.</p>	
Subgroups or populations addressed	Partially Proficient – General Education, Special Education Students, ELL	
Related content area missed (i.e., ELA, Mathematics)	Mathematics	
Name of scientifically research based intervention to address priority problems	<p>Connected Mathematics</p> <p>Investigative Mathematics</p> <p>Go Math &amp; Singapore Math</p> <p>Differentiated Instruction</p> <p>Learning Centers</p> <p>Pre/Post Assessments</p> <p>Math 180</p> <p>Study Island</p> <p>SIOP</p>	
How does the intervention align with the Common Core State Standards?	INFUSE RIGOR IN MATHEMATICS TO INCREASE STUDENT ACHIEVEMENT AND CLOSE THE ACHIEVEMENT GAP IN GENERAL EDUCATION, ELL AND SPECIAL EDUCATION.	

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

*SEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . “*

### 2015-2016 Interventions to Address Student Achievement

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA Math	All Students 3-7	Learning Centers	Grade 3-7 Teachers	10% growth in project bases outcomes	<a href="http://ies.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_02180">http://ies.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_02180</a>
ELA Math	All students K-7	Study Island	Kindergarten and Gr. 1-7 Teachers, Technology Coordinator	10% increase in Blue Ribbon Reports	Aligned to the CCSS <a href="http://www.studyisland.com/web/results/research/">http://www.studyisland.com/web/results/research/</a>
ELA	Identified students grades 4-7	Read 180	Teachers	10% growth in SRI scores	<a href="http://ies.gov/ncee/wwc/interventionreport.aspx?sid=571">http://ies.gov/ncee/wwc/interventionreport.aspx?sid=571</a>
Math	6-7	Math 180	Gr. 6-7 Teachers	10% growth in SMI scores	<a href="http://ies.gov/ncee/wwc/interventionreport.aspx?sid=571">http://ies.gov/ncee/wwc/interventionreport.aspx?sid=571</a>
ELA	K-2	IRead	K-2 Teachers	10% growth in student growth data report	<a href="http://ies.gov/ncee/wwc/interventionreport.aspx?sid=571">http://ies.gov/ncee/wwc/interventionreport.aspx?sid=571</a>
ELA	K-7	Vocabulary/Spelling City	Grades K-7 Teachers	10% growth in post assessments	<a href="http://www.spellingcity.com/training-videos-faq.html">http://www.spellingcity.com/training-videos-faq.html</a>
ELA	6-7	Solo Unlimited, Assistive Technology	Grades K-7 Teachers	10% growth in post assessments	<a href="http://mits.cenmi.org/Portals/4/Documents/SummerInstitute/2010/2010INFO.pdf">http://mits.cenmi.org/Portals/4/Documents/SummerInstitute/2010/2010INFO.pdf</a>
ELA/Math	K-7	Sheltered English	Teachers Principal District	10% growth in post assessments	<a href="http://www.siopinstitute.net/about.html">http://www.siopinstitute.net/about.html</a> <a href="http://ies.ed.gov/ncee/wwc/reports/english_lang/siop/index.asp">http://ies.ed.gov/ncee/wwc/reports/english_lang/siop/index.asp</a>

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

### *ESEA §1114(b)(1)(B) strengthen the core academic program in the school;*

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
			Administrators		

*\*Use an asterisk to denote new programs.*

### 2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

#### *ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;*

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	After School Academy Extended School Year	Teachers Principal	10% growth in post assessments	Anecdotal Records, Observations, Parent Evaluations, Student Assessment Data, NCEE
Math	Students with Disabilities	Saturday Academic Academy Extended School Year	Teachers Principal	10% growth in post assessments	Anecdotal Records, Observations, Parent Evaluations, Student Assessment Data, NCEE
ELA	ELLs	After School Academy	Teachers Principal	10% growth in post assessments	Anecdotal Records, Observations, Parent Evaluations, Student Assessment Data, NCEE
Math	ELLs	Saturday Academy	Teachers Principal	10% growth in post assessments	Anecdotal Records, Observations, Parent Evaluations, Student Assessment Data, NCEE
ELA	Economically Disadvantaged	After School Academy	Teachers Principal	10% growth in post assessments	Anecdotal Records, Observations, Parent Evaluations, Student Assessment Data, NCEE
Math	Economically Disadvantaged	Saturday Academic Academy	Teachers Principal	10% growth in post assessments	Anecdotal Records, Observations, Parent Evaluations, Student Assessment Data, NCEE

*\*Use an asterisk to denote new programs.*

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

### 2015-2016 Professional Development to Address Student Achievement and Priority Problems

*ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
All	Students with Disabilities	SMART Board Notebook Software	Technology Coordinator	Lesson Units, End of Unit Assessments	Supported by CCSS and NJECC
LAL	Students with Disabilities	Read 180	Special Education Teachers	APA, System 44, NJASK Pre/Post Assessments	<a href="http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=571">http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=571</a> What Works Clearinghouse
ALL	ELLs	PBIS (Positive Behavior Intervention Support)	Administration District	Decrease in referrals and suspensions	What Works Clearinghouse
ALL	ELLs	Teachscape/Danielson	Administration District	Observations and Evaluations	<a href="http://www.teachscape.com">www.teachscape.com</a>
LAL/MA	Economically Disadvantaged	Content Area PD – District Provided	Administration District	Observations and Evaluations Pre/Post Test Assessments	<a href="http://www.reading.org">www.reading.org</a> <a href="http://www.readwritethink.org">www.readwritethink.org</a> What Works Clearinghouse
SE	Economically Disadvantaged	Dynamic Learning Maps	Teachers Administration	Observations and Evaluations	<a href="http://www.autismspeaks.org/what-autism/treatment/applied-behavior-analysis-aba">http://www.autismspeaks.org/what-autism/treatment/applied-behavior-analysis-aba</a>

*\*Use an asterisk to denote new programs.*



## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

*24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.*

### Evaluation of Schoolwide Program\*

(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place?

**The SMT will be responsible for conducting an internal audit for all schoolwide programs.**

2. What barriers or challenges does the school anticipate during the implementation process?

**New math programs, port of entry students, strained technology are challenges that the school anticipates during the implementation process.**

3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?

**The school will present research based data that shows the benefits of all planned programs and include stake holders on committees.**

4. What measurement tool(s) will the school use to gauge the perceptions of the staff?

**Staff surveys and CPT minutes**

5. What measurement tool(s) will the school use to gauge the perceptions of the community?

**Parent surveys**

6. How will the school structure interventions?

## **SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)**

**Interventions will be held before/after school, during center activities, common planning time, and through I&RS.**

7. How frequently will students receive instructional interventions?

**Based on students' need, 45 minute Math 180 zero period for four days a week, Read 180 45 minutes daily, IRead embedded, afterschool program four days a week, and differentiated instruction.**

8. What resources/technologies will the school use to support the schoolwide program?

**What works clearinghouse and district approved websites such as Brain POP, Discovery, Seres, Spelling/Vocabulary City, Study Island, SOLO.**

9. What quantitative data will the school use to measure the effectiveness of each intervention provided?

**Module/Benchmark Assessment, SRI, SMI, walkthroughs, portfolio review, work sampling.**

10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?

**Through the School Data Team, SMT, and posted on school website.**

*\*Provide a separate response for each question.*

## SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

### ESEA §1114 (b) (1) (F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the communities, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

#### **2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems**

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
Priority Areas	Parents & Students	PTO	All stakeholders	Increase in Parental involvement, awareness and Student Achievement	National Association of PTOs <a href="http://www.ptotoday.com/">http://www.ptotoday.com/</a>
Priority Areas	Parents & Students	Open House	All stakeholders	Increase in Parental involvement, awareness and Student Achievement	Michigan Department of Education <a href="http://www.michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf">http://www.michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf</a>
Priority Areas	Parents & Students	Talent Show	All stakeholders	Increase in Parental involvement, awareness and Student Achievement	Michigan Department of Education <a href="http://www.michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf">http://www.michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf</a>
Priority Areas	Parents & Students	Career Day	All stakeholders	Increase in Parental involvement, awareness and Student Achievement	Michigan Department of Education <a href="http://www.michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf">http://www.michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf</a>
Priority Areas	Parents & Students	Honor Roll Ceremonies	All stakeholders	Increase in Parental involvement, awareness and Student Achievement	Michigan Department of Education <a href="http://www.michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf">http://www.michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf</a>
Priority Areas	Parents & Students	Art Shows	All stakeholders	Increase in Parental involvement, awareness and Student Achievement	Michigan Department of Education <a href="http://www.michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf">http://www.michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf</a>

*\*Use an asterisk to denote new programs.*

## SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

### ***ESEA §1114 (b) (1) (F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services***

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the communities, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

### **2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems**

<b>Content Area Focus</b>	<b>Target Population(s)</b>	<b>Name of Strategy</b>	<b>Person Responsible</b>	<b>Indicators of Success (Measurable Evaluation Outcomes)</b>	<b>Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)</b>
Priority Areas	Parents & Students	Winter/Spring Concerts	All stakeholders	Increase in Parental involvement, awareness and Student Achievement	Michigan Department of Education <a href="http://www.michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf">http://www.michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf</a>
Priority Areas	Parents & Students	Literacy Luau	All stakeholders	Increase in Parental involvement, awareness and Student Achievement	Michigan Department of Education <a href="http://www.michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf">http://www.michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf</a>
Priority Areas	Parents & Students	Winter/Spring Dance Concerts	All stakeholders	Increase in Parental involvement, awareness and Student Achievement	Michigan Department of Education <a href="http://www.michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf">http://www.michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf</a>
Priority Areas	Parents & Students	P/T Conferences	All stakeholders	Increase in Parental involvement, awareness and Student Achievement	Michigan Department of Education <a href="http://www.michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf">http://www.michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf</a>
Priority Areas	Parents & Students	Science Fair	All stakeholders	Increase in Parental involvement, awareness and Student Achievement	Michigan Department of Education <a href="http://www.michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf">http://www.michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf</a>
Priority Areas	Parents & Students	Kindergarten Orientation	All stakeholders	Increase in Parental involvement, awareness and Student Achievement	Michigan Department of Education <a href="http://www.michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf">http://www.michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf</a>
Priority Areas	Parents & Students	Family Literacy & Math Night	All Stakeholders	Increase in Parental involvement, awareness and Student Achievement	Michigan Department of Education <a href="http://www.michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf">http://www.michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf</a>

## **SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)**

### **2015-2016 Family and Community Engagement Narrative**

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment?
  - **Involving parents and the community in the educational process has been a key factor in improving student achievement. Research has shown that strong home-school collaboration results in higher grades, test scores, and graduation rates, better school attendance, increased motivation, and better self-esteem (University of Michigan). Lincoln Avenue School will continue to engage stakeholders by constantly providing them with Parent/Community workshops aligned to CCSS and School/District-wide instructional programs.**
2. How will the school engage parents in the development of the written parent involvement policy?
  - **A parent representative is a member of Lincoln Avenue's School Management Team, and has the ability to share information with members of the community. PTO Meetings as well as more night SMT Meetings will address the development of the policy.**
3. How will the school distribute its written parent involvement policy?
  - **The school-parent compact will be on the school website as well as distributed the first day of school with emergency cards, lunch application forms, parent handbook, and student handbook. Homeroom teachers are responsible for collecting the signed forms and contacting parent who do not return them.**
4. How will the school engage parents in the development of the school-parent compact?
  - **This will be achieved through PTO representation at SMT meetings, and during regularly scheduled monthly PTO meetings.**
5. How will the school ensure that parents receive and review the school-parent compact?
  - **The school-parent compact is distributed the first day of school with emergency cards, lunch application forms, parent handbook, and student handbook. We will also make the compact available during our open house and offer assistance in**

## SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

**getting them reviewed and signed. Homeroom teachers are responsible for collecting the signed forms and contacting parent who do not return them.**

6. How will the school report its student achievement data to families and the community?

- **Back to School Night; Parent/Teacher Conferences; PTO meetings; Lincoln Avenue School website; Parent Notices sent out weekly; Orange Transcript/Star Ledger Newspaper articles; New Jersey School Report; Progress Reports; SSST Meetings/ District Website; School and District phone blasts.**

7. How will the school notify families and the community if the district has not met its annual measurable objectives for Title III?

- **A letter is sent home to notify parents when the district has not met their AMAO.**

8. How will the school inform families and the community of the school's disaggregated assessment results?

- **Lincoln Avenue School sends home individual student reports and cluster reports regarding student outcomes on the NJASK. The school also holds parent meetings to discuss the results and address questions.**

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan?

- **A parent representative serves on the School Management Team who disseminates information to the PTO members.**

10. How will the school inform families about the academic achievement of their child/children?

- **Individual Student data is reported to parents via the child and at parent conferences. Additionally, parents have access to the Parent Portal in Genesis to review information daily about their child's progress.**

11. On what specific strategies will the school use its 2015-2016 parent involvement funds?

- **Lincoln Avenue School will use their PI funds to purchase materials for Family Math Night, Latino Literacy Project, Science Fair/STEM Night, and Bring Your Parent to School Day, Literacy Luau.**

*\*Provide a separate response for each question.*

## SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

### *ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.*

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

#### Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	57	<b>Continuous PD to improve/maintain best practices. Mentoring will be provided to retain new teachers in accordance with the district mentoring plan. Reassignment of non-highly qualified teachers.</b>
	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
	0%	
Instructional Paraprofessionals who meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)	17	<b>Continuous PD along with Classroom Teacher to maintain best practices in classrooms.</b>
	100	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)*	0	
	0	

## SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

\* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
The Administrative Assistant to the Superintendent/Human Resources meets with each teacher to determine his/her status and ensures that all documentation is on record in Human Resources. Additionally, all new hires must have HQT documentation prior to interviews.	Building Principal District Directors Human Resources